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ABSTRACT

The document is a catalog of behavioral objectives organized by units of instruction in occupational child care. Each of the 11 units contains an outline of the content, a goal statement, and general and specific objectives. The units were developed by teachers in summer workshops to provide: (1) a bank of objectives for task analyses and job descriptions; (2) a bank of test items for studies of program effectiveness; and (3) materials for use in a delivery system for objectives and a computer bank of test items, as in the pilot project Behavioral Objectives Organized in a System for Teachers (BOOST). (Author/AJ)

ED 094196

Vocational Education Evaluation Project

Behavioral Objectives for Selected Units In Occupational Child Care Education

Richard K. Hill Helen A. Simmons
Editors

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Research Project No. 808361-2
Division of Vocational-Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

and

Division of Vocational Education and
Division of Educational Research and Statistics
State Department of Education
Richmond, Virginia 23216

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FOREWORD

The primary objective of the Vocational Education Evaluation Project is to develop a management information system for the planning and programming of vocational education. To facilitate the accomplishment of this objective, the work of the project has been divided into a macro-sybsystem and a micro-subsystem. The macro-subsystem is primarily concerned with guidelines and systematic procedures at the state level, while the micro-subsystem is emphasizing the assessing, planning, and programming of individual vocational education programs in local schools.

Direct costs for this project were funded on a 90 percent reimbursement basis by the Division of Vocational Education, State Department of Education, Richmond, Virginia. These funds came from Part C of the Vocational Education Amendments of 1968. The remaining 10 percent of direct costs and all indirect costs were funded by the Research Division, Virginia Polytechnic Institute and State University. The Division of Educational Research and Statistics, State Department of Education, provided the data processing for the Vocational Education Reporting System.

Special gratitude is expressed to the Division of Vocational Education and the Division of Educational Research and Statistics, State Department of Education for their financial assistance and staff support.

The units contained in this catalog were developed for use in the micro-subsystem. These materials are the products of an effort to develop a means of assessing the effectiveness of local instructional programs.

This publication is one in a series of publications of the Vocational Education Evaluation Project. The intent of this series is to inform educators in Virginia, as well as the nation, of the project's work.

Dewey A. Adams, Director
Division of Vocational and
Technical Education
College of Education

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Hayfield Secondary School
Alexandria, Virginia

Janet Eubanks
Fort Hunt High School
Alexandria, Virginia

Geraldine Hill
Tazewell High School
Tazewell, Virginia

Delphine Senn
Hayfield Secondary School
Alexandria, Virginia

Lois H. Webber
Groveton High School
Alexandria, Virginia

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INTRODUCTION

WHAT IS IN THE CATALOG

This is a catalog of behavioral objectives organized by units of instruction for home economics education. Each unit contains an outline of the content, a goal statement, and general and specific objectives.

HOW THE UNITS WERE DEVELOPED

These units were developed during summer workshops conducted on the campus of Virginia Polytechnic Institute and State University during the summers of 1971, 1972 and 1973. Home economics teachers from throughout the Commonwealth participated. They received instruction on how to develop these materials and then wrote them in workshops. During the workshops, their work was supervised by Dr. Richard Hill and Mrs. Helen Simmons. At the conclusion of the workshop, the materials were collected and edited by Dr. Hill and Mrs. Simmons.

WHY THE UNITS WERE DEVELOPED

The original intent in writing the units was three-fold: to provide a bank of objectives which could be related to task analyses and job descriptions, to provide a bank of test items which could be used in state-wide studies of program effectiveness, and to develop materials which could be used in BOOST (Behavioral Objectives Organized in a System for Teachers). There is an explanation of BOOST starting on page 6.

HOW TO USE THE CATALOG

How These Objectives Are Written and Organized

A set of behavioral objectives must be comprehensive and specific. It must be comprehensive for planning purposes because the exclusion of any objective might be critical. (For example, if a unit is written on good grooming and all the objectives that relate to understanding why good grooming is important are left off, it might as well not have been started. Surely, someone who understands "how" but not "why" is unlikely to exhibit the behaviors desired when he is no longer restrained by the testing situation.) The objectives must be specific for evaluation purposes because reliable tests cannot be developed if the objectives which determine the questions to be constructed are subject to varying interpretations.

The way objectives typically are written is to attempt to develop one comprehensive set of specific objectives. This approach would yield a satisfactory solution if, in fact, it were possible to do. Since it usually is not, when they are asked to do it, most teachers encounter great frustration. Their usual response is to develop a long list of objectives which require recall of the content to be presented, and little more. Of course, if they were asked if that list of objectives reflected their true intent, they would respond negatively. However, the construction of this first list takes so long that they usually stop there, having little time or desire to continue. This unsatisfactory situation need not continue. This current approach of writing objectives ignores the fact that there really is no need for a set of comprehensive objectives to be specific, nor for a set of specific objectives to be comprehensive. This will be explained in greater detail.

The objectives must be comprehensive for planning purposes. But teachers can plan their instruction at least as well from more general statements as they can from specific ones, and frequently even better. For planning purposes,

it should be permissible to use words such as "understand," "appreciate" and "comprehend." So long as the objectives are written so that teachers can communicate with each other with reasonable clarity, further specificity is not required.

The purpose of writing specific objectives is to have a starting point for the development of test questions. But a test is never comprehensive; therefore, there is no need for the specific objectives to be comprehensive either. They only must be representative.

This alternative approach to writing objectives was used in the development of this catalog. Each unit contains one set of objectives which is comprehensive and clear, but not specific, and then another set of objectives which is specific and representative, but not comprehensive. With this approach, the former set of objectives (called general objectives) is written first. The latter set is written by taking each general objective, and writing <u>five</u> to <u>eight</u> specific objectives for each. The specific objectives should cover as many different aspects of the general objective as possible. Their main purpose is to help define and add clarity to the general objective.

The reason for putting limits on the number of specific objectives to be written for each general objective is to help insure representativeness. It is easy to succumb to the temptation of writing a few specific objectives for some general objective that covers a broad content base, but this practice leads to the development of a test which is unbalanced.

This method recognizes that teachers and evaluators have different reasons for writing objectives. (It is assumed here that the teacher and evaluator are two different people. Of course, it most commonly happens that

the teacher changes hats and becomes his own evaluator, but we will make a distinction between these two for purposes of discussion.) A teacher needs to feel that his list of objectives is complete, because it may well be that the worth of a unit is lost if one major component is missing. An evaluator does not need such a complete list, because the measures he uses are always samples anyway. He needs only a representative sample.

HOW TO DEVELOP YOUR OWN UNIT

The first point to be emphasized is that the units are not written as someone's suggestion as to how you should teach your students. The material is organized into units simply because it will be much easier for you to locate the objectives you want to use. Therefore, do not consider this book to be some official guide which requires you to teach certain objectives when teaching the units listed herein.

The second point to be remembered is that you should use the general objectives to plan your teaching. Use the specific objectives only to help clarify what is meant by the general objective. Keep in mind that only a sample of specific objectives is given for each general objective. The philosophy under which these were written precludes the possibility of generating such a set.

To use this catalog in teaching, you might proceed in the following way:

1. Jot down a title for the unit you want to teach. Think about what your students will be doing as a child care aide with the material you are going to present in class. If you can write a work-oriented goal statement like the ones in this catalog, go ahead and do so.

2. Turn to the table of contents of this catalog. Note any titles of units which might have objectives related to your proposed unit.

3. Read those units, and then write down the general objectives that you can glean from them that are appropriate for your unit. You may be able to find objectives from several units that you can use in the one you are writing.

4. Review the set of general objectives to make sure they are complete. Remember, the general objectives must be comprehensive. Ask yourself if you have ever had a student who could succeed on all of the objectives you have listed, but failed on the job. If you can figure out why she failed, then you will probably come up with the "missing" objective needed. For example, suppose you are writing a unit on the value of play for a child's development. Perhaps you have had a student who could create and successfully direct a wide variety of games and activities for children to play indoors, yet after these activities were finished, the indoor area was cluttered with materials and equipment. Then you may realize that you need to add one objective that reads something like "The student will understand the importance of teaching children responsible behavior in caring for and storing their play equipment." Of course, now you must help to define what you mean in this general objective by writing a sample of specific objectives which cover it as representatively as possible.

5. When you are satisfied that your general objectives are complete, (usually somewhere between 5 and 10 general objectives) develop your content to cover them.

6. Teach the unit.

7. When ready to develop a test, go back to the specific objectives listed under each general objective you decided to use. Develop a test item which will measure each one. For example, in the unit titled "Characteristics of Children Ages 3-6," the second specific objective under general

objective IV is:

IV.B.--Specifically the student will be able to explain the effects that emotional deprivation might have on the development of a child.

One way to test whether or not the student can actually do this would be with the following test question:

1. A child who is constantly told he is not worth very much will most likely:

    1. Be a big show-off
    2. Be a cry-baby
    3. Be shy and withdrawn
    4. Talk excessively

That should be all there is to doing a whole unit. Of course, there is no need for this unit to be taught to a whole class. If you individualize your instruction, it might well be developed for only one student. But whether you do it for one student or for thirty, the time savings should be substantial, while you still have a unit which is yours alone, and written with your students and their needs in mind.

BOOST

BOOST (Behavioral Objectives Organized in a System for Teachers) is a delivery system for objectives, such as those contained in this catalog, and a computer bank of test items associated with the objectives. Rather than having teachers develop their own tests as explained above, the tests are generated for them. In the computer bank, there are several test items written to measure each general objective. A test is developed by selecting items from the pool which are related to any given set of objectives.

A pilot project of BOOST is being conducted with stenographic block teachers of business education in Hampton, Richmond, and Prince William County during the spring of 1974. The extension of BOOST to additional areas in vocational education is dependent upon the availability of funds.

Unit: DESIRABLE PERSONAL QUALITIES FOR JOB SUCCESS

Outline of Unit

I. Personal Qualities

- A. Honesty
- B. Dependability
- C. Promptness
- D. Courtesy
- E. Cooperative attitudes toward co-workers
- F. Cooperative attitudes toward people to be served
- G. Willingness to follow directions
- H. Pride in work
- I. Speed
- J. Accuracy

II. Personal Health and Attractiveness

- A. Good health
- B. Attractiveness
- C. Good eating habits
- D. Cleanliness
- E. Neatness
- F. Care of hair, skin, and nails

III. Good Relationships

- A. Employee-employer relationships
- B. Co-workers relationships
- C. Establishing relationships
- D. Customer courtesies

IV. High Standards of Conduct

- A. Conduct practices employees should remember
- B. Conduct practices employees should acquire

Goal Statement

The student should understand and develop personal qualities necessary for job success.

General and Specific Objectives

I. The student will understand that certain personal qualities are necessary for job success. Specifically the student will be able to

- A. identify the personal qualities necessary for job success.
- B. describe the personal qualities necessary for job success.

II. The student will develop the personal health and attractiveness characteristics which are desirable for job success. Specifically the student will be able to:

A. define "personal health" and "attractiveness."
B. identify the personal health and attractiveness characteristics which are desirable for job success.
C. distinguish between personal attractiveness and unattractiveness.
D. explain the relationship between personal health and attractiveness to job success.

III. The student will understand that good employee-employer, co-worker, and customer relations are desirable for job success. Specifically the student will be able to:

A. define the type of relations that are necessary for job success.
B. relate how good relations are necessary for job success.
C. demonstrate by example good relations for job success.
D. distinguish between good and poor relations.

IV. The student will develop the high standards of conduct which are necessary for job success. Specifically the student will be able to:

A. explain what is meant by "high standards of conduct."
B. given a situation, analyze the outcome as a result of various types of conduct.
C. relate "high standard of conduct" to job success.

Unit: PRENATAL DEVELOPMENT AND CARE

Outline of Unit

I. Identifying Signs of Pregnancy

   A. Physical
   B. Physician's tests for pregnancy

II. Stages of Growth and Development of Unborn Child

   A. Embryonic stage
   B. Fetal stage

III. Obstetrical Care During Pregnancy

   A. Prevention and treatment of diseases in the mother
   B. Importance of medical history
   C. Precautions
   D. Professionals who help

IV. Complications of Pregnancy

   A. Rh factor
   B. Serious danger signals
   C. Preventing abortion and miscarriage

V. Childbirth

   A. Stages of labor
   B. Methods of childbirth

VI. Preparation for Parenthood

   A. Physical
   B. Psychological
   C. Financial

Goal Statement

The student will be able to understand the developmental stages of the individual from conception to birth. The student will gain insight into medical science's methods of preventing and/or coping with complications of pregnancy and childbirth. An appreciation for physical and psychological preparation for parenthood will be developed.

General and Specific Objectives

I. The student will know the statistical information available concerning optimum conditions that should exist to best insure the birth of a healthy child. Specifically the student will be able to:

   A. identify biological age at which a female is capable of producing the most healthy child possible.

B. analyze data concerning pairing of parents who are related and producing children.
C. explain the Rh factor that may cause danger to mother, child or both.
D. evaluate the effects of spacing between children and their probable characteristics.
E. evaluate the available methods of childbirth as to advantages and disadvantages to mother and child.

II. The student will understand the importance of continuous medical care during pregnancy. Specifically the student will be able to:

A. identify role and function of obstetrician, gynecologist and general practitioner.
B. list signs of pregnancy.
C. identify the best time to visit the doctor when pregnancy is suspected.
D. predict the probable results of failing to visit the doctor regularly during pregnancy.

III. The student will understand the correlation between maintaining good health during an individual's early and teen years and producing a healthy child later. Specifically the student will be able to:

A. explain the contribution of good nutrition to good health.
B. given examples of dietary deficiencies present at onset of pregnancy, indicate probable physical problems the mother would face.
C. explain necessary changes in diet during pregnancy.
D. explain the effect of physical health on the mental and emotional state during pregnancy.
E. identify problems caused by alcohol, drugs and tobacco when used by women before and during pregnancy.
F. list appropriate exercises to take during pregnancy.

IV. The student will recognize the necessity of being psychologically prepared to produce children. Specifically the student will be able to:

A. analyze the levels of maturity in light of preparedness for parenthood.
B. predict the effects on the unborn child of the emotions of the mother during pregnancy.

V. The student will understand the role of the father-to-be in terms of meeting the needs of his pregnant wife, the unborn child and himself. Specifically the student will be able to:

A. explain the effect of thoughtful attention on the morale of the pregnant woman.
B. explain the need for special clothing for the pregnant woman.
C. discuss the changes which occur in the family life patterns as a result of the birth of a child.

D. list the probable dangers of overwork (for example, lifting) to the pregnant woman.
E. given an example of a couple having difficulty adjusting to the birth of a child, identify specific areas of immaturity in one or both parents.

VI. The student will know the developmental stages of the individual from conception to birth. Specifically the student will be able to:

A. indicate the development that takes place during the embryonic stage of the unborn child.
B. given the physical development and condition of a premature baby, identify the probable fetal stage of the infant.

VII. The student will understand the terminology and language related to prenatal development and care. Specifically the student will be able to:

A. given a list of terms used in a discussion of pregnancy, match them with the correct definitions.
B. evaluate correct and incorrect usages of terminology related to prenatal development and care.

Unit: FOODS AND NUTRITION FOR PRESCHOOL CHILDREN

Outline of Unit

I. Importance of Eating Nourishing Foods

II. Basic Four Food Groups

III. Suitable Foods and Snacks for Young Children

IV. Suitable Activities Prior to Mealtime

V. Eating Habits

VI. Table Manners

VII. Importance of Pleasant Mealtime Experiences

Goal Statement

The child care aide involves children in restful activities prior to mealtime. She plans, prepares and serves nutritious foods and makes mealtime a pleasant social experience.

General and Specific Objectives

I. The student will understand the importance of quiet activity prior to mealtime. Specifically the student will be able to:

   A. explain the relationship of a relaxed atmosphere before meals to proper digestion.
   B. identify the effects of emotions on appetites.

II. The student will know which activities are suitable for the time prior to meals. Specifically the student will be able to:

   A. select appropriate examples of quiet activities to use before mealtime.
   B. demonstrate proper sanitary habits to carry out before eating.
   C. identify correct procedures for washing hands prior to eating.

III. The student will know the nutritional requirements of young children. Specifically the student will be able to:

   A. list the basic four food groups.
   B. identify the nutritional requirements of young children.
   C. choose the appropriate size of servings for young children.
   D. select menus based on the recommended allowances of the basic four food groups.

IV. The student will understand the importance of careful planning for efficient meal service. Specifically the student will be able to:

A. explain the factors which make mealtime a pleasant experience.
B. list the sanitary procedures to use when preparing foods.
C. given various menus, identify an appropriate time schedule for preparation.
D. list reasons why individual needs should be considered in meal preparation.

V. The student will know the principles involved in food preparation to conserve nutrients. Specifically the student will be able to:

A. identify the principles of cooking frozen vegetables.
B. select the proper method of storing fresh fruits and vegetables.
C. identify the principles of preparing canned vegetables.
D. choose the correct method of cooking various cuts of beef.

VI. The student will understand the relation between an attractive table arrangement and a good appetite. Specifically the student will be able to:

A. describe the effect that an attractive table has in setting the tone for a meal.
B. given various meals, select appropriate flatware, dishes and table covering.
C. list factors which contribute to a child's enjoyment of eating.
D. discuss the need for convenience in serving and eating meals.
E. identify the proper table setting, given various menus.
F. given a specific occasion and table setting, select an appropriate centerpiece for the table.

VII. The student will understand the importance of setting a good example of proper eating habits for children to follow. Specifically the student will be able to:

A. describe how children learn by imitation.
B. demonstrate good table manners.
C. discuss how manners are a way of being more acceptable to others.
D. list guidelines for appropriate table conversation.

VIII. The student will understand why children sometimes refuse to eat. Specifically the student will be able to:

A. identify reasons why children refuse new foods.
B. explain various ways to introduce new foods.
C. list environmental factors which may affect appetite.
D. identify physical factors such as metabolism, energy level, growth, which may affect a child's appetite.

IX. The student will understand the importance of developing good table manners in young children. Specifically the student will be able to:

A. identify basic table manners.
B. explain the effects of early habits on later life.
C. explain how standard ways of passing food prevent accidents and confusion at the table.
D. list guidelines for appropriate mealtime conversation.

X. The student will know the table manners which children should learn. Specifically the student will be able to:

A. identify the appropriate rules of proper etiquette.
B. given certain situations, select appropriate mealtime behavior.
C. given various examples, identify appropriate mealtime conversation.

Unit: HEALTH AND SAFETY

Outline of Unit

I. Providing a Safe Environment

II. Responsibilities of the Child Care Center to the Child and his Parents

III. Cause and Prevention of Accidents

IV. What to Do in Case of Emergency

V. Recognizing Signs and Symptoms of Illness

Goal Statement

The child care aide is alert to signs and symptoms of illness and unhappiness of the children in her care. She takes measures to prevent accidents and carries out good health and sanitation practices.

General and Specific Objectives

I. The student will understand the importance of a safe environment for children's activities. Specifically the student will be able to:

   A. describe hazardous areas and activities.
   B. inspect the environment for hazardous areas.
   C. explain the reasons for rules of safety.

II. The student will understand that parents are responsible for the health and well-being of the child. Specifically the student will be able to:

   A. explain the reason why parents are responsible for the child.
   B. give illustrations, desirable or undesirable, of actions taken by parents as compared to unauthorized nursery school personnel in regards to children.
   C. describe the procedure a day care aide would follow in notifying parents when their child was ill.

III. The student will understand and demonstrate that genuine feelings of concern for a child is vital to doing a good job of protecting the child. Specifically the student will be able to:

   A. select ways to demonstrate "I'm okay--you're okay" feelings to the child.
   B. describe desirable methods of giving approval to children.

IV. The student will know how to communicate with parents. Specifically the student will be able to:

   A. list reasons why a child care aide should keep in touch with parents.
   B. describe items that should be reported to parents.

C. communicate with parents.
D. list reasons why a child care aide should know the names of parents.

V. The student will be aware of the influence a good example has on the development of good health habits in children. Specifically the student will be able to:

A. explain why it is important to practice good health and sanitation practices.
B. explain how children learn by imitation.
C. describe a possible method to teach a child to brush his teeth.

VI. The student will analyze causes of accidents. Specifically the student will be able to:

A. list causes of accidents.
B. describe the types of accidents which children are most likely to experience.
C. describe rules which need to be enforced in order to prevent accidents.

VII. The student will know what to do in case of emergency. Specifically the student will be able to:

A. explain what to do if a bone is broken.
B. describe what should be done when a person faints.
C. explain what to do in case of accidental poisoning.
D. describe how to cleanse and dress superficial wounds.

VIII. The student will know the symptoms of illness in children. Specifically the student will be able to:

A. describe early symptoms of illness.
B. determine when there is a need for a visit to the doctor.
C. determine if the temperature, pulse and respiration are normal.
D. examine a child's throat to determine if there are blisters or redness.

Unit: CHARACTERISTICS OF CHILDREN AGES THREE TO SIX

Outline of Unit

I. Orientation

II. Physical Development

III. Emotional Development

IV. Social Development

V. Intellectual Development

VI. Heredity and Environment

VII. Basic Needs

VIII. Working Effectively with Children

Goal Statement

The student will understand each child as an individual as well as a member of a group at a specific developmental stage. The student will work more effectively with children because of an increased knowledge of what can be expected of a child, given a particular stage of development.

General and Specific Objectives

I. The student will understand the development of children ages three to six. Specifically the student will be able to:

   A. illustrate that development proceeds at different rates for different children.
   B. differentiate between the physical characteristics of a three-year-old and a five-year-old.
   C. differentiate between the physical characteristics of a four-year-old and a six-year-old.
   D. discuss the emotional behavior of young children.
   E. predict the social development of children.
   F. differentiate between the intellectual levels of three, four, five, and six-year-olds.
   G. explain how all areas of development of children are correlated.

II. The student will know how heredity influences the development of children. Specifically the student will be able to:

   A. discuss how heredity affects an individual's physical growth.
   B. given specific information concerning a child, predict that child's emotional development.

III. The student will understand the effect that environment has on the development of children. Specifically the student will be able to:

A. explain the ways in which one's physical environment can affect a child's development.
B. determine the effects of the family on the growth and development of a child.
C. explain how attending a day school can influence the development of a child.

IV. The student will be aware of the basic needs of young children. Specifically the student will be able to:

A. analyze the effects that physical deprivation might have on the development of a child.
B. explain the effects that emotional deprivation might have on the development of a child.

V. The student will develop a positive attitude in dealing with young children. Specifically the student will be able to:

A. given a general norm, judge behavior of a child.
B. determine appropriate methods of helping a child to develop to his fullest potential.

VI. The student will learn to accept each child as an individual with unique abilities and limitations. Specifically the student will be able to:.

A. demonstrate empathy toward all children with whom one associates.
B. given information on several specific children, evaluate each child in positive terms.

Unit: DEVELOPING CREATIVITY IN PRESCHOOL CHILDREN

Outline of Unit

I. The Importance of Developing Creativity in Children

   A. Creating a good self-image in the child
   B. Providing an emotional outlet for the child

II. Developmental Stages in Creative Endeavors

   A. Stages in art
   B. Stages in music
   C. Stages in literature
   D. Stages in dramatic expression
   E. Stages in science

III. Identifying Obstacles to Creativity

   A. Recognizing obstacles
   B. Overcoming obstacles

IV. A Favorable Atmosphere

   A. Equipment and space needed
   B. Effect of teacher's attitude
   C. Appropriate activities

Goal Statement

The child care aide will provide an atmosphere which encourages creativity and will select activities which allow for creative expressions of children.

General and Specific Objectives

I. The student will recognize creative behavior and have an understanding of the limitations of creativity in four to six-year-old children. Specifically the student will be able to:

   A. given a specific drawing, select the probable developmental stage of the child who drew it.
   B. relate developmental stages with the child's chronological age.
   C. given a list of reactions, select those which indicate a high degree of creativity, intelligence, both or neither.
   D. given part of a story, select endings which are either exceptionally creative, average or below average for a five-year-old.

II. The student will identify (and eliminate) obstacles to creativity. Specifically the student will be able to:

   A. list obstacles to creativity.
   B. given a description of a situation, select the obstacles that exist.
   C. list suggestions for eliminating obstacles.

III. The student will learn to provide an atmosphere for creativity and understand methods through which it can be developed. Specifically the student will be able to:

A. list activities which can be used to foster creative growth.
B. given a school setting, select those activities which will best foster creative growth.
C. given a list of activities, select those which are most likely to foster creative growth.
D. describe the type of person who can encourage creativity in others.

IV. The student will be able to relate the importance of creativity to general development. Specifically the student will be able to:

A. given biographical sketches of famous creative people, analyze which experiences seemed to be conducive to creativity.
B. given examples of children who have been restricted in creative growth, predict future behavior.

Unit: PLAY, A WAY OF LEARNING

Outline of Unit

I. Value of Play

A. Function
1. Practicing skills
2. Experimenting
3. Discovering
4. Solving problems
5. Imagining
6. Creating

B. Preparation for adult life
1. Foundation for intellectual development
2. Way of expressing and communicating ideas and feelings
3. Way of establishing social relations
4. Way to deal with anxieties

II. Developmental Sequence (categories) of Play Activities

A. Unoccupied
B. Solitary
C. Onlooker
D. Parallel
E. Associative
F. Cooperative

III. Types of Play

A. Active
1. Exploratory
2. Constructive
3. Dramatic
4. Neighborhood

B. Passive
1. Watching others
2. Looking at pictures
3. Listening to stories
4. Looking at books
5. Listening to music
6. Watching television

C. Considerations for indoor play
1. Space
2. Equipment
3. Supplies
4. Activities

E. Considerations for free, spontaneous play
   1. Time allowed
   2. Purpose
F. Considerations for dramatic play
   1. Space
   2. Equipment
   3. Supplies
G. Art activities
   1. Finger painting
   2. Painting
   3. Clay modeling

IV. Considerations in Supervising Play

A. Good Health
   1. Clothing suitable for weather
   2. Sanitary habits
   3. Protecting a child's health
B. Safety
   1. Check safety of equipment before use
   2. Watch children when using play equipment
   3. Remain in the area so as to help prevent trouble

V. Necessary Skills

A. Giving directions
   1. Positive manner
   2. Succinct
   3. Simple vocabulary
   4. Quiet and confident voice
B. Allowing choices
C. Giving time to finish play
D. Encouraging the child to be independent

Goal Statement

The child care aide must be able to select and direct the play of young children so that learning can take place.

General and Specific Objectives

I. The student will understand the value of play and how it is necessary for the healthy development of the young child. Specifically the student will be able to:

A. given current popular theories concerning play for the young child, discuss their value.
B. describe the basi purposes of play that are considered valuable for the young chi_d in his everyday experiences.
C. given examples of several theories of play, explain the probable behavior of a child operating under the various theories.

II. The student will recognize that play is a learning experience through which the child learns about the world around him as he grows physically, socially, intellectually, and emotionally. Specifically the student will be able to:

A. identify the relationship between play and a child's physical growth.
B. identify the relationship between play and a child's social growth.
C. identify the relationship between play and a child's intellectual growth.
D. identify the relationship between play and a child's emotional growth.
E. list the kinds of play activities that aid a child as he grows physically.
F. list the kinds of play activities that aid a child as he grows socially.
G. list the kinds of play activities that aid a child as he grows intellectually.
H. list the kinds of play activities that aid a child as he grows emotionally.
I. given a list of play activities, categorize the activities according to physical, social, intellectual and emotional growth.
J. explain how play makes contributions to the total growth and development of the child.

III. The student will understand the developmental sequences of play. Specifically the student will be able to:

A. list the different developmental sequences of play.
B. indicate the kinds of activities that take place during the different stages in the developmental sequences of play.
C. identify the approximate ages when the different stages can be observed.
D. explain how each stage is built upon the development of the preceding stage.

IV. The student will recognize the different types of play and the purposes of each. Specifically the student will be able to:

A. identify the various types of play that may be identified as a child's work.
B. identify the purpose of each type of play.
C. given a child who is from three to six-years-old, choose which kinds of play would be the most appropriate.
D. given descriptions of several situations in which children are involved in play, identify the different types of play.
E. develop an observation sheet which could be used for effectively describing types of play for the young child.

V. The student will understand the importance of selecting and organizing appropriate play activities that meet the needs of the young child at a particular stage of development. Specifically the student will be able to:

A. list the considerations that need to be made when planning indoor activities.
B. list the various equipment and space required for indoor play.
C. list the considerations that need to be made when planning outdoor play activities.
D. describe the different requirements for the equipment and space needed for outdoor play.
E. given a list of criteria for selection and purchase of equipment and supplies, make plans for selecting play equipment for the preschool.

VI. The student will understand the importance of directing play activities for young children to insure their safety and health. Specifically the student will be able to:

A. explain the necessity of supervising children in order to insure their safety and health during play activities.
B. given a list of play situations in which safety practices were not observed, match possible solutions with the described situation.
C. given various play situations, classify them as safe or unsafe.

VII. The student will appreciate how a child's concept of self is developed through play. Specifically the student will be able to:

A. explain the part play has in the young child's development of a self-concept.
B. identify how play activity contributes to the development of the sex role of young children.

Unit: PLAY MATERIALS FOR CHILDREN, TWO THROUGH FIVE

Outline of Unit

I. Characteristics of Toys

A. Safety features
B. Durability
C. Social skill development
D. Creative use of existing materials
E. Construction of inexpensive toys
F. Overall growth contribution

II. Relationship of Games to the Overall Development of Children

A. Introducing new games
B. How to present games
C. Selecting appropriate games

III. Physical Surroundings

A. Quiet play materials and area
B. Active play materials and area
C. Sanitation of surroundings
D. Health and safety features

Goal Statement

The child care specialist must be able to understand the use of play materials to the overall development of the child. She will develop and use the skills needed to prepare the physical surroundings to be conducive to the fullest experiences with play materials for children.

General and Specific Objectives

I. The student will understand the terminology related to play materials. Specifically the student will be able to:

A. define and use in a sentence terms such as nontoxic and toxic, puppetry (hand and finger), noninflammable, manipulation, developmental.
B. given a list of various terms, use the words correctly.
C. communicate effectively using terms related to play materials.

II. The student will know the characteristics of play materials for the different developmental levels. Specifically, the student will be able to:

A. list the characteristics for suitable play materials.
B. list the various play materials that are available.
C. given a group of play materials, choose suitable kindergarten play materials.
D. given specific play materials, determine the developmental stage these materials are suitable for.

E. plan the play materials for a nursery school.
F. given a plan for play materials for a nursery school, figure the cost.
G. discuss the cost difference between homemade items and purchased ones.
H. given homemade and purchased items, evaluate the advantages of each in relation to their characteristics.

III. The student will understand the contribution of the use of materials to the overall development of the child. Specifically the student will be able to:

A. recognize the play materials that meet specific needs of children.
B. compile a thorough list of the different play materials.
C. suggest ways to use materials for creative activities.

IV. The student will recognize the importance of the physical surroundings in relation to the materials involved to the total development of the child. Specifically the student will be able to:

A. given a specific room, rearrange it for more versatile activities better suited to the developmental level of the children.
B. given a poorly set up play, nursery, or kindergarten situation, and a well-supplied, well-organized situation, analyze the good and poor aspects of each situation.
C. identify situations involving hazards to the safety of young children, given nursery, day-care, and/or kindergarten situations.

V. The student will demonstrate how to present play materials for different developmental levels. Specifically the student will be able to:

A. recognize the proper procedures to follow when directing children's games.
B. create a game to present to the kindergarten children.
C. examine games from child care references
D. given games from a child care reference, practice procedures needed in the presentation.

VI. The student will demonstrate skill in selecting and working with creative materials to enrich the experiences of the child. Specifically the student will be able to:

A. describe different media types that may be used with children. For example, puppetry, indoor and outdoor games, finger plays.
B. given handouts and child care books as references, discuss the various methods of presentation that will best enrich certain experiences for the child.
C. plan games to teach children.

Unit: SELECTING BOOKS AND STORIES FOR YOUNG CHILDREN

Outline of Unit

I. Evaluation of Books for Young Children

   A. Developing criteria
   B. Variety

II. Choosing Stories for the Preschool Child

   A. Kinds of stories
   B. Criteria for selecting stories

III. Appropriate Books and Stories for Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds

   A. Content
   B. Format

IV. Telling the Story

   A. Selecting the story
   B. Telling a story

V. Suggested Book List

   A. Three-year-olds
   B. Four-year-olds
   C. Five-year-olds

Goal Statement

The student will be able to understand the value of selecting appropriate books and stories for the young child. The student will recognize that books will help the children understand what they see and that stories can help the children relate their own experiences.

General and Specific Objectives

I. The student will understand the importance of stories and books in a child's intellectual and social development during the pre-school years. Specifically the student will be able to:

   A. explain the importance of literature in the development of the child.
   B. describe how different types of literature and social growth are related in the young child.
   C. discuss how children learn from stories suited to their stage of development.
   D. explain how stories can help the child develop his listening skill.
   E. explain how telling stories help children learn words, sentences, story sequences.
   F. explain how telling stories stimulates a child's use of memory.

G. explain how the reading of any story to a child meets one of his basic needs of security.

II. The student will recognize that stories and books can offer experiences through which the child learns about the world around him. Specifically the student will be able to:

A. guide young children in being able to handle books properly and how to care for them properly.
B. describe how a child's imagination is stimulated by stories.
C. relate how books and stories can teach about fact and fancy for the young child.
D. explain how reading does more for a child than teach him to read and listen.

III. The student will know about the various types of books that are available for the pre-school child. Specifically the student will be able to:

A. discuss what makes stories appeal to children of different ages.
B. given children of various ages, make up suitable stories.

IV. The student will understand the different kinds of stories that are told to the young child. Specifically the student will be able to:

A. evaluate books that are appropriate for young children.
B. compile a list of books that are appropriate for children in pre-school.

V. The student will know how to select appropriate books for the pre-school child. Specifically the student will be able to:

A. select stories that children will enjoy at different ages.
B. make a list of characteristics that make a story satisfactory for young children.

VI. The student will understand the importance of being able to organize and direct story time as a part of the pre-school daily schedule. Specifically the student will be able to:

A. organize a story-telling time when the children can participate in the activity.
B. using a flannel board, illustrate a story for children.
C. tell or read stories to young children effectively.
D. plan the daily school schedule for the young child with a major emphasis on literature.
E. describe how the area for reading and story-telling should appear.
F. explain how the story hour can prepare the child for the more restful activities of the day.

VII. The student will appreciate how the young child can enjoy hearing stories, especially those related to their own experiences. Specifically the student will be able to:

A. work with and observe children throughout the day.
B. explain how make-believe and drama can be experienced by the young child.
C. explain how a love for books and stories in early childhood relates to a pattern for reading in later years.
D. discuss the effect on children's horizons when they begin to see themselves reflected in the heroes of their picture stories.

VIII. The student will understand the terminology and language related to the literature for young children. Specifically the student will be able to:

A. evaluate books that are appropriate for young children.
B. evaluate the literature available for young children.
C. write definitions for new vocabulary words.
D. match the new words with the definitions.
E. develop an evaluation sheet (check list) to be used when previewing and/or reading stories to children.
F. state the reasons why some stories should be told while picture-stories should be read, aloud over and over again.

Unit: LITERATURE DEVELOPMENT FOR CHILDREN, TWO THROUGH FIVE

Outline of Unit

I. Characteristics of Literature for Young Children

- A. Enjoyable
- B. One major theme
- C. Logical
- D. Educationally stimulating
- E. Contributions to overall growth

II. Different Types of Literature

- A. Poetry
- B. Fairy tales
- C. Nature stories
- D. Holiday stories
- E. Folk stories
- F. Everyday experiences
- G. Stories that stimulate creative expression

III. Different Ways to Present Literature

- A. Reading
- B. Creative expression
- C. Show and tell
- D. Telling

Goal Statement

The child care specialist understands the contribution of literature to the overall development of the child. She develops skills needed in communicating language to the children.

General and Specific Objectives

I. The student will understand the importance of developing creativity and imagination in early childhood. Specifically the student will be able to:

- A. help children pantomime a story.
- B. prepare a main activity based on many creative activities, centered around one basic theme.
- C. arrange a field trip that can be followed-up with such creative activities as show and tell, an impromptu skit, stories of similar nature.
- D. illustrate a story by using various audio-visual means.
- E. explain what contributes to the imagination and creativity in children.

II. The student will know the characteristics of appropriate children's stories. Specifically the student will be able to:

A. explain the contribution literature may make to the development of creativity and imagination.
B. explain the characteristics necessary for children's books or stories to be appropriate.
C. given various stories, identify the appropriate age level.
D. explain how children's stories are classified.
E. given a specific story, explain the meaning of unfamiliar words.
F. given a specific age group, write a simple child's story.

III. The student will appreciate the need for developing skill in reading and telling stories. Specifically the student will be able to:

A. practice the skills needed to read a story properly to children.
B. read a story to the children.
C. answer responses of the children to the story.
D. demonstrate methods of explaining unfamiliar words in stories.
E. organize a list of ideas for telling stories.
F. select, prepare and tell a story appropriate for a kindergarten group.
G. list the criteria one might use to determine whether or not a story if being read or told "correctly."

IV. The student will understand the process necessary to develop skill in reading and telling stories. Specifically the student will be able to:

A. given a specific picture, create an oral text by discussing the picture's details.
B. describe how to catch the attention of the children by establishing good eye contact.
C. demonstrate how to help children grasp word meaning and sound.
D. explain the importance of showing a pleasant attitude and personality.
E. explain the advantage of using different types and kinds of stories.

V. The student will understand that intellectual development of children is related to their use of literature. Specifically the student will be able to:

A. explain how children develop understanding by listening to a story that is being read.
B. explain the meaning of words in the stories.
C. pantomime a story with the children participating.
D. dramatize a story.
E. show realistic pictures about the stories.

VI. The student will understand the importance of careful selection of literature for the different age and comprehension levels of children. Specifically the student will be able to:

A. compile a list of reference or resource materials that deal with the proper selection of children's books.
B. act out skits or plays of stories for children of different ages and with different comprehension spans.
C. group books according to what they contain which may motivate children of different ages.
D. given a specific method of classification, make a notecard file of types of books.
E. explain the advantages of providing children with many different types of books.
F. compile criteria for use in selecting children's literature.
G. given a collection of books for young children, evaluate it.

VII. The student will understand that creative expression and dramatization are necessary to effectively present stories to children. Specifically the student will be able to:

A. pantomime and ask "What I Am Doing?" using, for example, tying shoe strings, putting on socks, pulling on gloves, putting on coat and hat, and pulling on boots.
B. explain why it is important to use creativity and dramatization in presenting stories to children.
C. supervise the children while they paint pictures of their concepts of the story.
D. direct the children as they act out a story.
E. assist the children to draw and discuss a picture they've created about the story.

VIII. The student will understand the therapeutic value of children's literature. Specifically the student will be able to:

A. define "therapeutic" in relation to children's literature.
B. guide the children into an involvement with acting.
C. explain the value of stories for emotional stability of children.

IX. The student will understand the appeal which good pictures and illustrations add to the printed stories for children. Specifically the student will be able to:

A. assemble illustrations that would be appropriate for a non-picture story.
B. select pictures to complement a child's literature selection.
C. identify different illustrators of children's literature that are outstanding in the field of pictorial stories.
D. guide the children as they draw pictures about a story.
E. explain how to operate the opaque and overhead projectors.
F. explain how to prepare pictures for showing on an overhead projector.

X. The student will know the relationship between the size of print and "reading ease" for pre-schoolers. Specifically the student will be able to:

A. present the letters of the alphabet on cards to the student.
B. make a word list from a story and put words of different sizes on cards to see which size students respond to best.
C. describe books that are easily read and seen.
D. prepare show cards with alphabets of different sized letters to see how the students respond.

XI. The student will understand the importance of planning for storytime in the daily schedule of children. Specifically the student will be able to:

A. plan a schedule for the entire day, including storytime.
B. describe the children's reactions to a story which is read to them.

Unit: DISCIPLINE FOR PRESCHOOLERS

Outline of Unit

I. Purposes of Guidance

II. Types of Discipline

III. Steps in Disciplining Preschoolers

IV. Guidance Techniques

V. Handling Specific Situations

A. Jealousy and rivalry
B. Anger and resentment
C. Problems of authority

Goal Statement

The child care aide must analyze situations in order to give suitable guidance to preschoolers. The child care aide must communicate effectively with young children and other workers.

General and Specific Objectives

I. The student will know certain principles of guidance. Specifically the student will be able to:

A. define discipline.
B. identify the three types of discipline.
C. discriminate among the various guidance techniques.
D. analyze the procedure to follow in deciding which disciplinary action to take.
E. given a specific situation, select an appropriate technique of guidance.

II. The student will understand the various guidance techniques to use with children at different ages and stages of development. Specifically the student will be able to:

A. describe how to select a method of discipline which considers the child's feelings.
B. describe how independence can be promoted in the young child.
C. give suggestions and/or directions in a positive way.

III. The student will be aware of potential negative situations. Specifically the student will be able to:

A. correct physical hazards in the immediate environment.
B. explain the importance of being conscious of children's whereabouts at all times.
C. distinguish limitations in facilities which may lead to undesirable situations.

D. manage time so that a child can finish a project without becoming bored.
E. direct a child's negative feelings into a constructive outlet.
F. guide a child toward the development of a positive self-concept.
G. given a specific age child, select activities which are within the ability level.
H. guide the pre-schoolers in a fire drill.
I. recognize potential safety hazards in toys.

IV. The student will understand the importance of maintaining an effective relationship with parents and co-workers. Specifically the student will be able to:

A. apply the rules of ethics in relationships with others.
B. explain the expertise necessary in maintaining cordial relationships with parents.
C. explain the benefits derived from being courteous to others.

V. The student will appreciate the child as an individual with individual needs. Specifically the student will be able to:

A. describe the benefits of praise for the child.
B. identify situations in which the child needs guidance.
C. explain the need for self-expression on the part of a child.